CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Inclusive Professional Practice				
Module Code	UTTGTP-30-2		Level	2	Version	1
Owning Faculty	ACE		Field	PECES	
Contributes towards	FdA Inclusive Practice				
UWE Credit Rating	30 credits	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	N/A		Co- requisites	N/A	
Excluded Combinations	N/A		Module Entry requirements		
Valid From	September 2013		Valid to	30th September 2019	

CAP Approval Date	30th May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Prepare for, plan, provide and review support whilst monitoring and providing valid feedback on progress (Component A) 2. Evaluate own professional practice (Component B) 3. Collaborate and work as part of a team and effectively as an independent, self-motivated and reflective practitioner (Components A & B) 4. Demonstrate a clear understanding of the contribution made by effective partnership working and the benefits gained by sharing information and good practice amongst multi-agency teams (Component B) 5. Show an understanding of how political policy impacts on educational practice and processes or on social care settings (Component B) 6. Demonstrate how attitudes and perspectives surrounding social and educational inclusion affect those with a disability (Component B) 7. Identify, interpret and explore the main theoretical and practical contexts of inclusion, social cohesion and well being in education and social care provision

	(Component B) 8. Organise and present ideas and information in portfolio form (Component B)
Syllabus Outline	**Participants will explore a range of issues including the following**: • Working with others in the workplace • Reflective practice and approaches to self evaluation including model theories of reflection • Learning Styles and effective differentiation • Discussion of relevant legislation, guidance and government literature • The concepts of inclusion and inclusive policy and practice including an overview of policy changes in education or social care settings • Recent research, policy and inspection findings and historical perspectives • Application of Codes of Practice and practical considerations of implementing procedures within the workplace • Assessment of individual need including target setting and relevant interdisciplinary assessment procedures • Listening to the voice of the service users • Frameworks for recording evidence according to prescribed formats and standards • Observation, evaluation and feedback • Developing supportive teamwork approaches • Roles and responsibilities of a broad range of professionals working with those with disabilities and learning difficulties
Contact Hours	Contact time for modules on the Foundation Degrees reflects the acknowledgement of the work-based learning that is taking place for all students on such programmes. They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context. This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time The total of time expected for each 30 credit module is 72 hours. For this module it is calculated as: • 72 hours scheduled learning of which 52 hours will represent supervised work related contact time • 228 hours research, independent study and preparation for assessment work. Scheduled learning will typically include lectures, seminars, supervision, external visits and an interactive forum. All students are expected to attend a series of tutorials.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, lectures from visiting professionals, work based learning, supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, directed study, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated above. **Placement learning**: may include a practice placement, other placement, period abroad.
	Key Information Sets (KIS) are produced at programme level for all programmes that

Key Information Sets Information	this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<table>
<tr><th colspan="5">KIS - Module data</th></tr>
<tr><td colspan="4">Number of credits</td><td>30</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Hours to be allocated</td><td>Scheduled Learning and Teaching hours</td><td>Independent Study hours</td><td>Placement study Hours</td><td>Allocated Hours</td></tr>
<tr><td>300</td><td>72</td><td>128</td><td>100</td><td>300</td></tr>
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The table below indicates as a percentage the total assessment of the module
Coursework: Written assignment or essay, report, presentation, dissertation, portfolio, project

Total assessment of the module:

Coursework assessment percentage	100%
	100%

Reading Strategy	Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by the tutorial programme. Additional support is available through the Library Plus Services and via Moodle web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.

All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.

This guidance will be available in the programme handbook, module handbook and via module information on Blackboard.
Essential reading
Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.
Further reading:
Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.
All further reading resources will be available via both College and University libraries.

Indicative Reading List	Cole, M. (2006) *Education, equality and human rights: issues of gender, race, sexuality, disability and social class (2nd Edition)* London: Routledge/Falmer Commission for Integration and Cohesion (2007) *Our Shared Futures* London HMSO

Fielding, M. (ed) (2001) *Taking education seriously,* London: Routledge/Falmer.

Gibson, S. & Blandford, S. (2005) *Managing Special Education Needs: A practical Guide for Primary and Secondary Schools,* Leeds: The Disability Press

Greaves, I (2005) *Disability rights handbook:* April 2005-April 2006 London: Disability Alliance

Frederickson, N. & Cline, T. (2002) *Special Educational Needs, Inclusion and Diversity.* Maidenhead: Open University Press

Haines, S & Ruebain, D (ed) (2011) *Education, Disability and Social Policy* The Policy Press

LSC (2005) *Through Inclusion to excellence – The Report of the Steering Group for the Strategies Review of the LSC's Planning and Funding Provision for Learners with Learning Difficulties and/or Disabilities across the Post 16 Learning and Skills Sector.* LSC

Morris, K. (2008) *Social Work and Multi-agency Working – Making a Difference.* Bristol: The Policy Press

Shakespeare, T. (2006) Disability Rights and Wrongs, London: Routledge/Falmer

Tarr, J. 'Education' in BARRETT, G. SELLMAN, D. THOMAS, J. (2004) *Interprofessional Working in Health and Social Care: professional perspectives* Basingstoke: Palgrave Macmillan Ltd

Thomas, G. & Vaughan, M. (2004) *Inclusive education: readings and reflections,* Maidenhead: Open University Press

Tomlinson, J. (1996) *FEFC Report of the Learning Difficulties and/or Disabilities Committee – Inclusive Learning,* HMSO

Walker, G. (2008) *Working Together or Children – A Critical Introduction to Multi Agency Working* London: Continuum International Publishing Group

White, S. J. And Featherstone, B. (2005*) Communicating misunderstandings: multi-agency work as social practice.* Child & Family Social Work

Wolfendale, S. (1997) *Working with Parents/Carers of SEN Children after the Code of Practice,* London: David Fulton

Part 3: Assessment

Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative, yet rigorous and are able to fulfil the requirements of the University of West of England and relevant professional bodies.
	There will be various forms of feedback incorporating formative and summative perspectives on academic and professional development.
	A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.
	As part of assessment learners will compile a portfolio of evidence consisting of:
	• An evaluation of own practice based on the feedback from Line Manager and Tutor as well as own observations
	• A reflection of the effectiveness of partnership working within professional practice
	• A written report of the impact of an identified policy on their own professional practice
	• An analysis of approaches to the attitudinal aspects of inclusion, social cohesion and wellbeing in the workplace
	• A programme design for 50 hours of professional practice

	• A profile outlining the needs of 3 individuals
	• Evaluation of practice, relating theory to practice using the learning outcomes from all course modules including evidence of ethical issues.
	Contextual documentation must be added as an appendix, comprising elements, such as: a Care Plan; Support Plans; a Career Plan; Observation Feedback Forms; Self Appraisal Forms from the Observations as well as a simple factual record of the 50 hours of Professional Practice undertaken throughout the module. The record needs to show, for each observation: date; time; location; work undertaken; and the name of a senior person who would be able to verify that the professional work took place.

Identify final assessment component and element	Component B	

	A:	B:
% weighting between components A and B (Standard modules only)		

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Observations will be carried out within the professional practice, meeting the specified learning outcomes of the module. Students will also be required to meet the following criteria: **A** **CONCEPTUAL DOMAIN (Core)** The assessment demonstrates that the learner can organise and use coherently, relevant ideas and perspectives to interpret and/or explore issues under study. **G** **ACTION DOMAIN** The assessment demonstrates that the learner has an awareness of the relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice with due regard to issues of equity and social justice.	PASS/FAIL
Component B **Description of each element**	**Element weighting**
A portfolio of evidence (3,750 words). Students will also be required to meet the following criteria: **A** **CONCEPTUAL DOMAIN (Core)** The assessment demonstrates that the learner can organise and use coherently, relevant ideas and perspectives to interpret and/or explore issues under study. **C** **CONTEXTUAL DOMAIN** The assessment demonstrates that the learner has an awareness of contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study. **G** **ACTION DOMAIN** The assessment demonstrates that the learner has an awareness of the relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice with due regard to issues of equity and social justice.	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Observations will be carried out within the professional practice, meeting the specified learning outcomes of the module. Students will also be required to meet the following criteria: **A** **CONCEPTUAL DOMAIN (Core)**The assessment demonstrates that the	PASS/FAIL

learner can organise and use coherently, relevant ideas and perspectives to interpret and/or explore issues under study.	
G ACTION DOMAIN The assessment demonstrates that the learner has an awareness of the relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice with due regard to issues of equity and social justice.	
Component B **Description of each element**	**Element weighting**
A portfolio of evidence (3,750 words) Students will also be required to meet the following criteria: **A CONCEPTUAL DOMAIN (Core)** The assessment demonstrates that the learner can organise and use coherently, relevant ideas and perspectives to interpret and/or explore issues under study. **C CONTEXTUAL DOMAIN** The assessment demonstrates that the learner has an awareness of contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study. **G ACTION DOMAIN** The assessment demonstrates that the learner has an awareness of the relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice with due regard to issues of equity and social justice.	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module, the assessment will be that indicated by the module description at the time that retake commences	